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ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the second in the Relationships part of the workbook, focuses on understanding others and includes individual lessons on kinds of relationships, how people communicate, the importance of communication in relationships, and the dating relationship. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

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Parent Education Workbook for Mainstreamed Students

PART I / RELATIONSHIPS

ED277178

contemporary parenting choices lessons

UNIT 2

understanding others

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CONTENTS

B-1 What Kinds of Relationships Do You Have? 2-1

B-2 How Can People Communicate with Others? 2-9

B-3 Why Is Communication Important in Relationships? 2-15

B-4 What Is a Dating Relationship? 2-25

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International Standard Book Number 0-8138-2501-6

Lesson 1

WHAT KINDS OF RELATIONSHIPS DO YOU HAVE?

This lesson will help you to:

1. Describe kinds of relationships.
2. Describe the relationships you have with others.

DO YOU KNOW THESE WORDS?

---

acquaintance - a person you do not know well
affection - tender feelings
co-workers - people with whom you work
emotional needs - wanting to show and be shown feelings
employer - a business or person you work for
intimate - very close relationship or feeling
peers - people of your own age
relationship - ways people feel about and act toward others

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

acquaintance _____

_____

affection _____

_____

co-workers _____

_____

emotional needs _____

_____

employer _____

_____

intimate _____

_____

peers _____

_____

relationship _____

_____

****

WHAT ARE RELATIONSHIPS?

Relationships are ways people feel about and act toward others. Everyone has relationships. During your life you will have many kinds of relationships. These relationships will help meet your emotional needs.

When you were very small, most of your relationships were with your family. As you grew older, you made friends in your neighborhood or at school. When you leave school you may live with a roommate or get married. Your relationships with these people will be different from the relationships you already have. If you have a job, you will have a different kind of relationship with your employer.

****

ACTIVITY

What people do you have relationships with now? List them below.

_____

_____

_____

_____

****

WHAT KINDS OF RELATIONSHIPS ARE THERE?

Relationships with Family

Your first relationships were with members of your family. These are some of your most important relationships. Family relationships help meet many of your needs. They meet your needs for love, understanding, safety, and belonging. Your family relationships can affect your other relationships. You might feel that you can be very honest with your family. You also might feel this way in your other relationships. There might be things you don't like in your family relationships. You might try to avoid them in your other relationships.

Families are different. The ways family members relate to each other also are not the same. You may not feel the same way about your mother as you do your father. You may have different relationships with each of your brothers and sisters. Some young people have close relationships with their grandparents or other relatives. Other young people may feel they don't know other relatives very well.

Family relationships change. They change as a family changes. If a new baby is born, family relationships might change. If the parents divorce, relationships between the parents and children might be different. Relationships change as both parents and children get older. As young people become more independent, their relationships with their parents will change. As parents age, their children may begin to help care for them. Even though your family relationships change, your family will probably always be important to you.

****

ACTIVITY

What things can change family relationships? List 3 things that might make family relationships change.

1. _____

2. _____

3. _____

****

Relationships with Acquaintances

An acquaintance is someone you know who is not a friend. You have many acquaintances. Some of your acquaintances might be store clerks or a cook at your school. Others might be your dentist or a new neighbor.

Some of your acquaintances you may have just met. Others you may not see very often. You may never get to know some of your acquaintances any better. Others may become friends when you get to know them better.

Respect is an important part of a relationship with an acquaintance. It is important to treat everyone with respect, even those you do not know well. You need to be polite and friendly to your acquaintances as well as to people you know well.

Relationships with Friends

Relationships with friends are very important for young people. Friends are people you like to be with. Your first friends might have been people who lived close to your home. Later, you met people at school who became your friends. People who work together often become friends. Sometimes people become friends because they enjoy doing some of the same things. They might enjoy the same sports or the same kind of music.

Friends help satisfy your needs. Close friends sometimes understand you better than your family does. Sometimes you might want someone with whom to go shopping or hunting. A friend may fill this need. Friendship gives you the chance to share activities and feelings with someone. A friend is willing to give advice and help you with your problems. When you are on your own, you and your friends can help each other. Your family might live far away. Friends can help in many ways. They might help you move to a new home or help you if you get sick.

People often have friends of the other sex. They may enjoy their relationship the way it is. Sometimes a relationship with someone of the other sex goes beyond friendship. It may lead to a dating relationship. A serious relationship with someone of the other sex may grow into an intimate relationship. It may result in a marriage.

Intimate Relationships with Others

When two people have a relationship that becomes closer than a friendship it is called an intimate relationship. These people feel closer to each other than they do to other friends or relatives. Intimate relationships often last for many years.

An intimate relationship may be between two people of the same sex. It may be between two people of different sexes.

In an intimate relationship people talk to one another and share ideas. They feel affection for one another. They might show their affection by touching, hugging or holding hands. Two people who have an intimate relationship trust one another. They can share their inner feelings with

each other. People sharing an intimate relationship often have a close physical relationship.

An intimate relationship helps people meet their emotional needs. One of the emotional needs an intimate relationship meets is the need for love. Loving and being loved give people a feeling of safety and confidence. Being in love gives people feelings of warmth, understanding, loyalty and trust.

Relationships with Employers and Co-Workers

If you have a job, you will have a relationship with your employer.

Relationships with an employer are a lot like your relationships with your teachers. Both expect you to do certain things for them. Your employer expects you to do your job well. Your teachers expect you to do your schoolwork well. Having a good relationship with your teacher can help you get ready for a relationship with an employer.

If others work with you, you will also have relationships with your co-workers. Relationships with co-workers are a lot like your relationships with your peers. You will like working with many of them. You may become friends with some of your co-workers. Others may be harder to get along with.

Much of your life will be affected by your work. That is why it is important to build good relationships with the people with whom you work. You will be able to enjoy your work more if you get along with your employer and your co-workers. You will also be more likely to keep your job if you have good relationships with these people.

****

ACTIVITY

List 4 people who are not in your family that you care about. Describe the kind of relationship you have with each of them.

People	Kind of Relationship
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

****

KEY IDEAS

RELATIONSHIPS YOU MIGHT HAVE ARE:

- RELATIONSHIPS WITH FAMILY
- RELATIONSHIPS WITH ACQUAINTANCES
- RELATIONSHIPS WITH FRIENDS
- INTIMATE RELATIONSHIPS WITH OTHERS
- RELATIONSHIPS WITH EMPLOYERS AND CO-WORKERS

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Your first relationships were with family members.

T F 2. A relationship that develops because people like the same thing is a friendship.

T F 3. Two people share their inner feelings in an employer relationship.

T F 4. A relationship that can help you keep your job is a family relationship.

T F 5. Your first relationships were with acquaintances.

T F 6. A relationship that develops because people like the same thing is an employer relationship.

T F 7. Two people share their inner feelings in an intimate relationship.

T F 8. A relationship that can help you keep your job is an employer relationship.

****

Lesson 2

HOW CAN PEOPLE COMMUNICATE WITH OTHERS?

This lesson will help you to:

1. Define communication.
2. Identify kinds of communication.
3. Tell why communication is important in relationships.

DO YOU KNOW THESE WORDS?

---

acquaintance - someone you do not know well
communication - any way people share ideas or feelings with others
verbal - using words
non-verbal - without words

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

acquaintance _____

_____

communication _____

_____

verbal _____

_____

nonverbal _____

_____

****

WHAT IS COMMUNICATION?

Communication is any way people share ideas or feelings with others. Communication includes talking, listening, watching and understanding. People can communicate with words. They can communicate with gestures. People can communicate with expressions on their faces. Communication can be through pictures or in writing. Everything you do or say sends a message to someone.

HOW DO PEOPLE COMMUNICATE?

People communicate in many ways. All communication includes both sending and receiving messages. One person sends a message. Another person receives the message. The message includes the ideas or feelings people want to share. Sometimes you are a sender. Sometimes you are a receiver.

The sender may send a message in words, expressions or gestures. The message that is sent must be clear to the receiver. It must be sent in a way that the receiver can understand. A letter written to you in German would not be easy to understand if you cannot read German. A conversation in sign language can be understood only by those who know sign language.

The receiver may get a message by listening, reading or seeing it. Listening is a very important part of communication. It helps the receiver understand the messages being sent.

****

ACTIVITY

Which jobs belong to the sender? Which jobs belong to the receiver? Put an S in the blanks that are the sender's jobs. Put an R in the blanks of the receiver's jobs.

_____ writing a letter
_____ making a poster
_____ reading a letter
_____ listening to a speech
_____ smiling
_____ seeing someone wave

****

WHAT ARE DIFFERENT KINDS OF COMMUNICATION?

Communication can be verbal or nonverbal. People use both kinds of communication. Sometimes verbal communication works better. At other times nonverbal communication works better.

Verbal communication is communication using words. The words can be spoken or written. People can hear the words or read them.

Much of our communication does not use words. This is called nonverbal communication. Messages in nonverbal communication are sent by gestures or body movements. A kiss can show love without words. Shaking your fist or slamming a door can show anger. A wave can say "hi" or "good-bye" to someone without words.

Expressions on people's faces also send nonverbal messages. A smith shows happiness. A frown can show that you are worried or mad . Your eyes also can show others how you feel.

People's appearance can send nonverbal messages. For example, good grooming tells others that you care about yourself. Good posture shows that you feel good about yourself.

The tone of voice used when sending verbal messages also sends a nonverbal message. The same words said in different ways can have very different meanings. For example, your mother might say, "Clean your room this morning." She could say it in a pleasant tone of voice. This tells you that she would like you to do it. She is not upset.

She might say it in a harsh and angry tone of voice. This tells you that she is mad. It tells you that you had better clean your room quickly!

It may be harder to understand nonverbal messages than vergal messages. Everyone needs to learn to pay attention to nonverbal messages. Nonverbal messages can change the meaning of verbal messages.

You might say something with a smile on your face. You might say the same thing with a frown on your face. This same verbal message would mean two different things. The nonverbal message sent by the expression on your face changes the meaning of the verbal message.

****

ACTIVITY

Are these examples verbal or nonverbal kinds of communication? Put a check (✓) beside the verbal kinds of communication.

_____ book
_____ wink
_____ letters
_____ songs
_____ hugs
_____ nodding your head
_____ greasy hair
_____ road signs

****

Nonverbal and verbal messages that are sent together need to say the same thing. The receiver will be confused if they do not have the same message. The receiver will not understand the message. Communication will break down. For example, parents who smile when scolding a child can

confuse the child. The child will not know if the parents are angry or happy.

WHY IS COMMUNICATION IMPORTANT IN RELATIONSHIPS?

Communication is a big part of all relationships. Communication is very important in getting along with others. Communication skills are needed so people can understand each other. Communication is needed to build relationships. It can help prevent problems in relationships.

You communicate with everyone around you. You do not communicate with all people in the same way. For example, you do not communicate with an acquaintance in the same way you communicate with your best friend. You do not communicate with your parents and teachers in the same way. You need to learn to communicate in all kinds of relationships.

KEY IDEAS

COMMUNICATION MEANS ANY WAY PEOPLE SHARE IDEAS AND FEELINGS.

ALL COMMUNICATION INVOLVES A SENDER AND RECEIVER.

COMMUNICATION CAN BE VERBAL OR NON-VERBAL.

VERBAL COMMUNICATION CAN BE WRITTEN OR SPOKEN.

COMMUNICATION WILL BE CONFUSING IF VERBAL AND NON-VERBAL MESSAGES MEAN DIFFERENT THINGS.

COMMUNICATION IS AN IMPORTANT PART OF ALL RELATIONSHIPS.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Any way ideas and feelings are shared is communication.

T F 2. When verbal and non-verbal messages do not say the same thing, communication is better.

T F 3. A person who tells someone about something is the receiver.

T F 4. People can communicate non-verbally by hugging.

T F 5. Poor communication in a relationship can help people share feelings.

T F 6. When verbal and nonverbal messages do not say the same thing, communication is confusing.

T F 7. Any way ideas and feelings are shared is friendship.

T F 8. A person who tells someone about something is the sender.

T F 9. People can communicate non-verbally by talking.

T F 10. Poor communication in a relationship can lead to problems or arguments.

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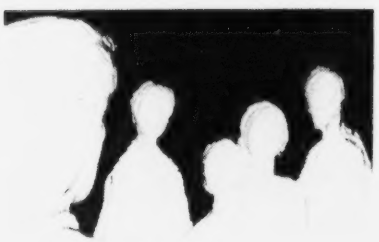


Lesson 3

WHY IS COMMUNICATION IMPORTANT IN RELATIONSHIPS?

This lesson will help you to:

1. Identify ways to develop communication skills.
2. Use effective communication skills in different kinds of relationships.

DO YOU KNOW THESE WORDS?

---

communication - any way people share ideas or feelings with others
co-worker - person with whom you work
effective - works well
employer - a business or person you work for
intimate - very close relationship or feeling
skills - something you can do
traits - special qualities of a person

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

communication _____

_____

co-worker _____

_____

effective _____

_____

employer _____

_____

intimate _____

_____

skills _____

_____

traits _____

_____

****

WHAT ARE COMMUNICATION SKILLS?

Effective communication takes practice. People need to develop skills in communicating. There are two important skills needed for communication. The first is skill in sending messages. The second skill is receiving messages. People need both of these skills. These skills help people communicate effectively with others. Effective communication can help prevent problems in relationships.

The person who sends messages is called the sender. A sender needs to send messages that others can understand. Senders can do this better if they:

*think about what they want to say
*speak clearly
*use words the other person will understand
*look right at the other person
*check to see if the other person understands

The person who gets the message is called the receiver. A receiver needs to understand the message being sent. Receivers can do this better if they:

*look at the person speaking
*listen carefully
*ask the sender to repeat if they do not understand
*repeat the message to the sender to be sure it was understood

****

ACTIVITY

There are two communication skills people need. List each skill below. Beside the skill give one way people can develop the skill.

Skill	Way to Develop
1. _____	_____
	_____
2. _____	_____
	_____

Why do people need to develop these communication skills? Write your answer here.

****

HOW CAN YOU COMMUNICATE EFFECTIVELY WITH YOUR PARENTS?

The first people you communicated with were family members. They helped you learn communication skills. The way you communicate in your family affects your family relationships.

There are often more problems in families when children become teenagers. Some families have more problems than others. Many of the problems are caused because communication between parents and teenagers breaks down.

Teenagers may feel their parents do not trust them. Teenagers may feel their parents do not understand their problems. They may feel their parents ask too many questions. They sometimes think their parents do not like their friends.

Teenagers are trying new things. They are taking part in new activities. They are meeting new friends. Sometimes they are learning about values that are different from their family's values.

Parents worry about their teenagers as they do these new things. They do not want their children to get hurt or get in trouble.

Effective communication is important in families. Effective communication between parents and teenagers can help avoid problems. It can help them work out problems they may have.

There are ways you can communicate more effectively with your family. Some of these ways are:

---

*pick a good time to begin conversations
*show that you really want to communicate
*use a calm, pleasant voice
*do not blame or criticize others
*keep trying to communicate
*listen to things you might not want to hear
*be honest
*be aware of nonverbal messages

****

ACTIVITY

Read about Murray.

Murray wanted to go skating with his friend Alan. He asked his mother if he could go. She was busy fixing supper. She was tired because she just came home from work. She told him, "No." She didn't like him to go places with Alan.

Murray yelled at her. He said she always let his older brother Ron go places. He said she was not fair. He went up to his room and slammed the door.

Murray decided that next time he wouldn't ask his mother. He would go without telling her.

What did Murray do that hurt his communication with his mother? Put a check in front of the things Murray did.

_____ Murray picked a bad time to ask his mother if he could go skating.
_____ Murray yelled.
_____ Murray blamed his mother for how his brother Ron was treated.

Look at the things you checked. Tell how Murray could have communicated better with his mother.

_____

_____

_____

_____

****

HOW CAN YOU COMMUNICATE EFFECTIVELY WITH YOUR FRIENDS?

Relationships with friends are very important to teenagers. Communication helps build friendships. Good friends communicate effectively.

There are some personal traits that help build effective communication between friends. One of these traits is trust. Good friends share some of their inner feelings and thoughts. They trust each other to accept these thoughts and feelings. They trust each other not to tell anyone their secrets.

Another trait needed in communication between friends is honesty. Friends must be honest with each other. They need to share honest ideas. They need to be honest when they share feelings.

Kindness and patience help friends listen to one another's problems. These traits help friends understand each other. Friends want to help one another. A friend who is fair listens to the whole story before making a decision.

These traits can make you more effective in your communication with friends. It is hard to build and keep friendships without effective communication.

****

ACTIVITY

Read about Angela and Diane.

Angela had a problem with Mr. Smith, her math teacher. Diane was her best friend. Angela decided to tell Diane her problem.

Diane was busy doing homework. She put her books away and listened to Angela. She promised not to tell anyone else about it.

After Diane had heard Angela's problem she wanted to help her solve it. She told Angela she thought Mr. Smith was right. Diane said that she thought Angela should go talk to Mr. Smith. Diane offered to go with her.

Check the traits Diane showed in her communication with Angela.

_____ trust
_____ honesty
_____ kindness
_____ patience
_____ fairness

Do you think Angela and Diane communicated effectively? Why or why not?

_____

_____

_____

****

HOW CAN YOU COMMUNICATE EFFECTIVELY WITH YOUR EMPLOYER AND CO-WORKERS?

Effective communication between you and your employer is very important. Your job may depend on it. Effective communication between you and your co-workers can help you enjoy doing your work.

You need to use skills as a sender and a receiver when you communicate with your employer. You will receive many messages from your employer. These messages will tell you how to do your job. They will tell you what your employer expects of you. These messages might tell you how you should act at work. They will tell you other things about your job. You need to understand these messages. Then you can do your job better.

You will also be sending messages when you are at work. You may need to ask questions about the work you are to do. Your messages need to be clear. You also will be sending non-verbal messages. Your appearance at work will tell your employer many things about you. Looking neat at work will make your employer think your work will be neat. Looking messy might make your employer think your work will be messy. The expressions on your face will send messages. They can tell the employer how you feel about your job.

Many of the ways you communicate effectively with your family also will work on the job. The traits that make communication better between friends also can help you communicate with employers and co-workers. Your relationships on the job will be better if you have good communication skills.

HOW CAN YOU COMMUNICATE EFFECTIVELY IN AN INTIMATE RELATIONSHIP?

Intimate relationships are a lot like friendships. However, they are not the same. Intimate relationships take longer to develop. They often last longer than friendships. An intimate relationship can only be built with effective communication. An intimate relationship will last longer with effective communication.

The traits needed for effective communication with friends are needed in an intimate relationship. Trust is even more important. People sharing an intimate relationship share their deepest thoughts and feelings. They cannot do this unless they trust each other completely.

People who share an intimate relationship communicate in both verbal and nonverbal ways. They want to share and understand each other's feelings and ideas. They do not hide things from each other. Trust, honesty

and openness make communication in an intimate relationship more effective.

People sharing an intimate relationship understand each other's nonverbal messages. They send many nonverbal messages. Their communication can be more effective if they pay attention to each other's nonverbal messages.

KEY IDEAS

COMMUNICATION SKILLS INCLUDE MAKING SURE MESSAGES SENT ARE CLEAR AND MESSAGES RECEIVED ARE UNDERSTOOD.

COMMUNICATION BETWEEN PARENTS AND TEENAGERS IS MORE EFFECTIVE WHEN BOTH SHOW THEY REALLY WANT TO COMMUNICATE.

EFFECTIVE COMMUNICATION WITH FRIENDS IS BASED ON TRUST, HONESTY, KINDNESS, PATIENCE AND FAIRNESS.

EFFECTIVE COMMUNICATION WITH EMPLOYERS IS AN IMPORTANT PART OF YOUR JOB.

AN INTIMATE RELATIONSHIP NEEDS EFFECTIVE COMMUNICATION.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. To communicate well a person needs only to send clear messages.

T F 2. Parents and teenagers can communicate better if they blame and criticize each other.

T F 3. Communication between friends is more effective when they trust each other.

T F 4. Effective communication with employers is not really important.

T F 5. Effective communication in an intimate relationship helps the relationship last.

T F 6. To communicate well a person must be able to send and understand messages.

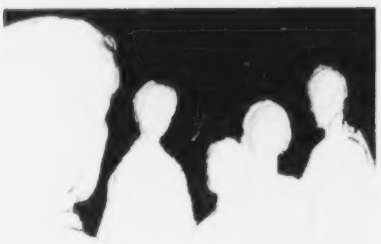
T F 7. Parents and teenagers can communicate better if they both keep trying to communicate.

T F 8. Communication between friends is more effective when they hide their real feelings.

T F 9. Effective communication with employers can help people do their jobs better.

T F 10. Effective communication in an intimate relationship causes arguments and hurt feelings.

****



Lesson 4

WHAT IS A DATING RELATIONSHIP?

This lesson will help you to:

1. Explain why people date.
2. List activities a dating couple might enjoy.
3. Explain some of the responsibilities of a dating relationship.

DO YOU KNOW THESE WORDS?

---

pressure - to urge someone to do something
responsibilities - things people must do
social - involving others

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

pressure _____

_____

responsibilities _____

_____

social _____

_____

****

WHAT IS A DATE?

A date is a couple or group getting together for a social activity. This could be going to a movie, a party or a school event. It could be going on a picnic, going skating or watching TV.

Dating is a way to get to know someone else better. You may want to spend time with each other. A couple can go on a date alone. A group of people can go on a date together.

WHY DO PEOPLE DATE?

Many people enjoy dating. There are lots of reasons why people date. Dating can be fun and exciting. It is also an important part of growing up. It can have a big effect on your ideas about yourself. It can have a big effect on your feelings about the other sex. Dating can help you learn more about a person you might want to marry.

Dating gives a person a chance to learn more about people of the other sex. It is a good way to see how they are different and how they are alike. It is good to know and understand ways other people think and act.

Dating can help improve communication with members of the other sex. It can help people learn to get along better with others. Going places with dates gives people chances to try new things. They may learn to feel more at ease in new places or in doing new things.

Some people date because they want a close relationship with a person of the other sex. This helps them feel good about themselves. They may enjoy a close physical relationship with this person.

People may date in order to attend social events. Dances or parties may be more fun if you go with a date.

Dating some people may make you feel important. You may feel this way if others respect or admire the person you date.

Sometimes parents and peers put pressure on a young person to date. Not everyone wants to date. Some people feel they are not ready to date until they are older. They may date because others expect them to.

****

ACTIVITY

What are some of the reasons people date? List three reasons people date.

1. _____

2. _____

3. _____

****

WHAT ARE SOME THINGS PEOPLE CAN DO ON A DATE?

A couple may have a date alone. A group of people may have a date together. It is more fun to go some places with a group.

There are many things that can be done on a date. Some dates involve going somewhere.

School or church events are good places to go on a date. Schools have sports events, dances and music programs. Many churches have youth groups or special programs. Young people can enjoy going to these events with a date or with a group.

Some young people like to go to movies or concerts. They might like to go out to eat or go bowling. Many young people enjoy playing video games in arcades. Any of these are activities you might enjoy on a date.

Sometimes people who date enjoy staying home. They might watch TV, listen to music or play games. They might choose this kind of date to save money. They may feel they can enjoy each other more at home. They

might have a better chance to talk and get to know more about each other. They can get to know each other's parents. They can learn more about each other's family.

****

ACTIVITY

What are some of the things a couple might do on a date in your town? Check the things they could do.

_____ go skating
_____ see a movie
_____ go out to eat
_____ watch TV
_____ go to a ball game
_____ have a picnic
_____ go to a dance

What are some other things you could do on a date in your town? List them here.

_____ _____

_____ _____

_____ _____

****

WHAT ARE YOUR RESPONSIBILITIES IN DATING?

Dating brings with it new responsibilities. You and your date can share some of these responsibilities. When you date, you are responsible for:

*planning and getting a date
*your behavior
*money and transportation
*following family rules
*respecting differences between you and your date
*the well-being of your date

Either a girl or a boy can ask someone for a date. Either can pay for the date. You can ask for a date in person or on the phone. You should be polite whether asking for or accepting a date. It is a good idea to ask for a date ahead of time.

When you ask for a date, tell the person what your plans are for the date. This will help them to know what time to be ready. It will help them know what to wear or what to bring.

You are responsible for the way you act on a date. You will be away from your parents. No one will be there to tell you how to act. You will have to decide the right way to act in different settings. You should act in a way that will help both of you enjoy the date.

Another responsibility is to choose activities both of you might enjoy. You need to choose the activities that fit the amount of money you have to spend. If you choose to go somewhere, you need to have a way to get there and back.

Your parents may have rules for you to follow. These rules might be about what time you have to be home or how often you can date. There might be rules about where you can go and what you can do. Following these rules will show that you are growing up.

You and your date may have different ideas of how to act. You might have different choices of things to do. You need to learn to respect these differences. You need to learn to handle differences in a grown up way. You need to decide to do things you both like to do.

When you date someone, you are responsible for your date's well-being. If you drive, you are responsible for your safety and your date's safety. Using drugs or drinking are other things that could hurt you and your date. You should not choose to do things that might hurt your date in any way.

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ACTIVITY

What are some of the responsibilities of dating? Match each example with the responsibility of dating it tells about.

	Responsibility
_____ 1. Ann's parents told her to be home at midnight. Ann asked her date to take her home at 11:45.	A. Planning and getting a date
_____ 2. Bob and Amy went to a party. Some of the other kids started drinking beer. They wanted Bob and Amy to drink. Bob and Amy decided to leave the party.	B. Behavior
_____ 3. There was going to be a dance at Ken's school. A week before the dance, Ken called Jenny. He asked her to go to the dance with him.	C. Following family rules

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KEY IDEAS

PEOPLE DATE BECAUSE THEY LEARN MORE ABOUT THEMSELVES AND OTHERS, THEY HAVE FUN AND OTHERS EXPECT IT.

PEOPLE WHO DATE MAY ATTEND SCHOOL OR CHURCH EVENTS AND OTHER SOCIAL ACTIVITIES OR STAY HOME.

DATING INVOLVES MAKING JOINT DECISIONS ABOUT THE DATE, YOUR BEHAVIOR AND YOUR ACTIVITIES.

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REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. A good reason to date someone is to get out of the house.

T F 2. An activity a dating couple with no money or transportation might choose is to go to a movie.

T F 3. Decisions about activities and behavior on a date need to be made by the dating couple together.

T F 4. A good reason to date someone is to learn more about oneself and others.

T F 5. An activity a dating couple with no money or transportation might choose is to shoot baskets.

T F 6. Decisions about activities and behavior on a date need to be made by the person who asks for the date.

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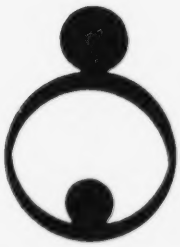
SEE YOUR TEACHER FOR THE UNIT TEST.



Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

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